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ABSTRACT

This paper reports on a longitudinal study of four urban schools that sought to develop professional community as part of a restructuring process. The study focuses on how restructuring affected teachers' work over a 3-year period. It reports that the absence of structural conditions can impede the growth of professional community; however, their presence cannot ensure such growth. In addition, the creation of professional community is not an automatic consequence of teacher empowerment or school autonomy. Data support the notion that the most central social and human resources supporting the growth of school communities are: (1) teacher expertise related to cognitive and skill outcomes for classroom practice; and (2) leadership supportive of teacher efforts, including their cognitive and skill acquisition. Such supportive leadership contributes to the development of a base of trust and respect, the creation of an environment open to improvement, and the creation of a sense of efficacy emanating from successful efforts of the staff toward improvement and increased student learning. (Contains 8 references.) (GLR)

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Developing Professional Community in New and Restructuring Urban Schools

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INTRODUCTION

Professional communities are identified by five constructs/dimensions - reflective dialogue between teachers, de-privatization of practice, a sustained and collective focus on student learning, collaboration between faculty related to pedagogy and curriculum, and a shared base of norms and values (Kruse & Louis, 1993). These continuums of action and behavior manifest themselves in transforming school organizations in ways as varied and complex as schools themselves. This paper considers the cases of four city schools. Through the relative success and failure of these schools to develop professional community, insights and tentative conclusions are drawn concerning necessary structural and social and human resource conditions for the establishment of professional communities in schools.

METHODOLOGY

This paper reports on the results of a longitudinal study of schools that are well along in the process of restructuring. The study, which is part of OERI's Center for the Organization and Restructuring of Schools, focuses on how restructuring affects teachers' work over a three year period. The study's design calls for examining eight schools: two alternative high schools in New York City, two elementary schools in Chicago, two city middle schools located on the east and west coasts, and a rural high school and middle school, both located in the same midwestern community.[1]

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[1] The location of four of the schools, located in similar communities, is not identified in order to ensure their anonymity.

of data, interpretation, and theoretical development. All written materials are shared among the staff for critical review, questioning and ammendation.

In some senses, therefore, this study represents an intersection between a comparative case study design (Miles and Huberman, 1984; Yin, 1984), and a secondary analysis of ethnographic case study data. The cross-case analysis is not based on personal observation and field notes of the authors; indeed, the authors of this paper have conducted only limited field work in any of the schools discussed herein. In doing the cross-case analysis, we have relied not only on the material provided by our colleagues (see Lonnquist and King, 1993; Rollow and Bryk, 1993; Raywid, 1993), but also on the informal comments, feedback and frequent discussions that we have had about our interpretation of the data that they provided. We considered putting all of our names on this paper, but decided, in the end, that the responsibility for this paper was ours, just as the responsibility for collecting data that corresponded to our collectively arrived at questions and framework was theirs.

Dimensions of Professional Community

Since each school is at different developmental levels related to their restructuring effort and attainment of professional community, the schools are described first independently and then later in contrast. Both descriptions provide us with a unique snap-shot of the school(s). The first allows us to identify the school in relation to a constant nominal ranking that identifies the presence or absence of the dimension and its relation to school norms and values. The second provides us with the opportunity to examine, in depth, the schools in contrast, linking the structural and social and human resource conditions of professional community to subsequent attainment.

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Thus, while some teachers talk regularly, the conversation remains outside of the school or in closed meetings and rarely addresses issues of concern to the entire staff. Expertise is not shared. In a pattern begun by the lead teachers in their relations with one another in creating the school curriculum, work is divided up among staff and only rarely involves joint work. Each member is left to determine how best to implement the technology and instructional resources at their disposal. These structures were designed to positively shape autonomous working conditions for teachers and provide opportunity for strong levels of collaboration and reflection. However, due to a core of leaders who felt threatened when teachers explored and questioned the school's progress toward its goals, they have had quite the opposite effect -- teachers have felt isolated, unsupported and even abandoned in their efforts to provide quality instruction for students. Although the staff members who have been there since the school opened share a sense of what the school is about, those who "keep the vision" cannot objectively talk about it with other newer staff. Thus, Whitehead is a school with low levels of trust and respect resulting in a loss of reflective dialogue and collaboration through-out the staff. Its community is fragmented, unable to tap the resources that exist among its members and inexperienced in school-wide dialogue around issues of concern.

Static Community

In comparison, Dewey Middle School is a school longing to find an expertise base to begin a desired dialogue. Dewey, an innovative middle school focused around the notion of experiential learning for students, opened its doors as a new magnet school in 1989. Located in a mid-sized city, Dewey attracted many students who were looking for educational experiences based in the community rather than the classroom textbook. Schooling occurred in three

locations about the city -- one was in the basement of a local basilica, a second at a nearby university and the third within a downtown business complex. The ideal was to provide an experientially based educational program, intimately involving students in their own learning and their city.

However, in practice the staff lacked a clear understanding of what experiential learning entailed and, by virtue of being scattered throughout the city, teachers lacked the ability to constructively assist each other in its definition. Without an adequate cognitive or skill base it became impossible for the staff to individually reflect upon or collectively discuss issues of teaching or student learning. Both a common vocabulary for such discussion and the ability to ground discussion in issues that would prove fruitful for the staff were absent. The small faculty of eleven had a strong desire to improve and on several occasions sought the assistance of district in-service personnel and outside consultants. However, consultants did not present them with the rich array of concepts and tools that they desperately wanted. The faculty has continued to experience many false starts and aborted attempts as they struggled to make sense of their mission. Thus, Dewey is a school with a static community. It desires to change yet cannot quite find its way thus, it finds itself stuck and unable to remedy its problems.

Insert Table 1 here

Dimensions relative to the development of community - Four case analysis

Individually, the portraits of the schools provide benchmarks from which both barriers and facilitators to the formation of professional community can be drawn. Metro Academy has managed to integrate reflection throughout its approach to education. Reflective dialogue is a hallmark of an inquiry based

method of instruction and the staff has incorporated this focus toward the creation of knowledge as part of its daily creation of climate and culture at Metro. By creating a climate in which inquiry is valued the staff has managed to both continue the growth process related to instruction and continue the process of refining what is means to be a restructuring school. The establishment of a communicative framework that works both as an instructional pedagogy within the walls of the classroom and as a tool to analyze and resolve problems within the community has empowered the staff in the development of a process that allows them to deeply probe concepts at the core of school philosophy. When confronted by a new teacher concerned with the quality of written material his students had recently submitted for a writing assignment, the staff joined together to study how the process of analysis might best be taught. Given the inability of students to move beyond summarizing information into true analysis of the material, the teacher, for whom this had proven frustrating, brought student papers to a subsequent staff meeting to elicit guidance in teaching this rather difficult topic. In doing so, the teacher, and the rest of the staff, made public both the difficulties of teaching within the inquiry model and the frustrations of making concrete the practice in the classroom. Broaching issues central to the philosophical heart of the school allows teachers are able to contribute to the collective intellectual understanding of practice as well as underscore a collaborative focus on student learning. Thus, by modeling the theory and practice of inquiry, the staff continues to grow and gain maturity as a collective group of professionals working toward a shared set of goals and values. Metro's experience suggests that a foundation of open, reflective dialogue can reinforce the normative structures present in the school creating an environment conducive to public practice and collaboration.

Given the foundational nature of reflective dialogue to Metro's creation of professional community, the importance of a shared normative and value base concerning what and how students are to learn is underscored. Alexander was able to begin to develop community only after a curriculum initiative that focused on increasing real literacy among low income inner city pupils was adopted. Alexander's experience is instructional. Without a shared curriculum and pedagogical framework, individual staff were unable to locate themselves in relation to the larger school community. Once the literacy initiative took hold and grew within Alexander, teachers were able to value the school as more than a simply a safe place within a volatile city; additionally the school became a place to learn. Their collective efforts to understand and engage in the teaching/learning process, based upon a commonly held notion of what good reading instruction would look like, allowed the staff to open both its doors to colleagues and collaboration. As the staff further developed its understanding of the initiative their collective normative sense of community within the school also grew, as did increasing levels of collaboration and public practice. Thus, it can be inferred that the development of the larger community requires the focused development of the individuals.

Notable in Alexander's and Metro's stories is the focus on student learning as central to the school's restructuring efforts. Whitehead also offers an instructive lesson relative to a collective focus on student learning. The school was designed to provide maximum independence for students in the selection of courses and projects within their coursework. Additionally, the faculty was to offer integrated approaches to subject matter combining writing across the curriculum with a strong base of technology to support student efforts. However, although shared, the staff's values remained unfocused. Student centered learning proved too difficult a construct to operationalize without the

establishment of the dimensions of reflection upon practice and a shared normative base. Whitehead had a vague vision of what they expected students to accomplish, however, they lacked sufficient skills and trust among the membership of the community to operationalize a difficult concept instructionally. Although many strong teachers held faculty positions at Whitehead, the normative and cultural climate of the school did not allow for a questioning of methods or techniques that addressed the focus. Instead, efforts to scrutinize the philosophy and to grow collectively or collaboratively were discouraged in favor of an individualistic model that allowed some members to succeed while others floundered[2]. Thus, teachers within the school became increasingly private in their practice, unable to suggest that the shared notions concerning independent student learning needed examination. The Whitehead experience suggests that although it is an important construct of professional community, a focus on student learning is not sufficient for the creation of community.

Dewey's experience supports a conclusion that the dimensions are cumulative in nature rather than able to stand separately and support the foundation of community. The staff at Dewey has, like Whitehead, a collectively held sense of the kinds of and the conditions for learning they would like to impart to students. However, it is insufficiently specified or developed to support the growth of strong professional community. Although the teaching staff meets regularly, there is consistent confusion as to what the content of those meetings ought to include, and also problems in reaching decisions. Subsequently, the faculty has not established a common vocabulary with which to discuss instruction or curriculum further impeding its ability to collectively reflect and discuss practice. Thus, any efforts at collaboration the staff has attempted --

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[2] It is interesting to note that Whitehead's educational philosophy also incorporated a strong value placed on individualized, self-directed learning and, where many students suceeded under this model, others did not.

inservice offerings, integrated curriculum workshops-- have failed due to a scarcity of shared norms concerning instruction and curriculum rather than a deprivation of desire or talent among the faculty. The community remains static --waiting for a focus that will motivate the faculty into the dialogue in which they are longing to participate.

We posit that the absence of an academic and instructional focus for staff activity hinders the growth of mature community within schools. Such a focus we believe must base itself in the normative structures of the school, as it has in Alexander and Metro to prove sufficient to support the other dimensions of community. Once a normative base of shared values is present a staff can then begin the task of reflection and discussion upon practice. Such conversation can focus itself around the philosophical notions on which the school is based, as Metro Academy illustrates or can focus itself around issues related directly to pedagogy as the conversation at Alexander implies. Our data suggest that once the dialogue becomes institutionalized, greater opportunity for collaboration and de-privatized practice exist. As the data from Dewey and Whitehead suggest, a lack of a shared value base and conversation focused on the refinement of normative structures can produce fragmented suggestions of community however, those fragments are not sufficient to sustain or create the larger community. Thus, relative to the dimensions of professional community the location of the school within a deeply understood shared value base is foundational to the creation of school-wide community. Figure one posits a set of causal linkages related to the creation of community within restructuring schools.

Insert Figure 1 here

STRUCTURAL CONDITIONS RELATED TO THE FORMATION OF PROFESSIONAL COMMUNITY

Several structural conditions are necessary to support the creation of strong professional communities. The design of the school as a work setting can create an environment that fosters a communitarian approach to teaching rather than parallel but unconnected teaching. Structural conditions that create interdependence of work practice foster interdependence elsewhere, creating an environment of internalized connections between teachers in academic work. Working in concert, the structural conditions of (1) time to meet and talk, (2) physical proximity, (3) interdependent teaching roles, (4) communication structures and networks, and (5) teacher empowerment and school autonomy, can create the needed foundation for professional community to emerge (Kruse and Louis, 1993).

Our data (summarized in tables 2 and 2a) suggest three main conclusions related to supportive structural conditions; (1) the absence of structural supports impedes the growth of professional community; (2) strong presence of supportive structure is not sufficient to sustain the growth of professional community; (3) and the creation of professional community is not an automatic consequence of teacher empowerment or school autonomy. While these factors appear strongly facilitative they cannot mitigate other more basic factors such as time and physical proximity in the creation of school-based community.

Insert Tables 2 and 2a here

Fragmented and Static Communities

From the time of its development Whitehead School was flush with the structural conditions which appear important for the development of professional community. The school calendar was developed with twenty additional days to provide teachers with time through-out the school year to meet, plan, talk and develop curriculum. Faculty offices and classrooms were designed to fit closely together and computer networks existed through-out the school to link, via electronic mail, those teachers and classes physically out of reach. Furthermore, the instructional design of the school encouraged integrated curriculum and teaching roles. However, they have failed to develop more than a fragmented community due to factors unrelated to structure.

In contrast, as a consequence of the design of the school, Dewey lacked most of the structural conditions necessary for the creation of community. Although empowered to create a magnet school devoted to experiential learning the staff lacked focused time and physical proximity necessary to create a efficacious curriculum. The state and district had strongly supported the creation of Dewey and provided the needed waivers to excuse the school from existing curriculum and instructional mandates. Thus, the faculty had the authority to create radical change. However, without necessary cognitive and skill bases, paired with a scarcity of time and a loss of classrooms within the same building location, the faculty could not realize the empowerment and autonomy handed them. Consequently the staff became static in its efforts, struggling to utilize what power and ability it had to attempt to create a useful faculty forum in which it could address its developing and varied concerns.

Developing and Mature Communities

Similarly, Alexander had few of the necessary structural conditions related to supporting the growth of community. Insufficient resources had hindered the school's growth toward community creating instead, a school of parallel, unconnected teachers. Prior to the literacy initiative the school held substantial local control over budget and governance although, they lacked a unifying theme and, like Dewey, could not realize the opportunity given them. The literacy initiative provided such a theme. By putting in place clearly articulated goals and values the staff was able create structures supportive of community. Where time did not exist during the school day to focus teacher efforts upon student learning, it was created in pockets of well attended morning meetings. The creation of these meeting structures enhanced communication, teachers soon gathered to talk, in focused ways, about processes related to the teaching and learning of reading. Thus, structure was created where one did not exist before and served to ameliorate those conditions which the staff could not easily effect (physical proximity of classes and interdependent teaching roles). As we have pointed out, Alexander is in the process of developing a community; however, their data serves to suggest the importance of empowerment and autonomy as necessary in the creation of strong staff cultures. Such empowerment over choices related to the quality of worklife appear to create conditions which allow teachers to choose the type of structures most supportive of their efforts.

Metro, like Whitehead, was a school designed to provide maximum structural supports for teaching and change efforts. Staff meetings are organized around issues and themes to provide a forum for conversation related to issues of teaching and learning. Memos are a regular part of school communication structures and provide an on-going method to continue conversation and pose new issues and problems related to teaching and learning at Metro. Faculty

office space is clustered in large rooms providing maximum contact between teachers who work together toward the development of interdisciplinary courses and teaching roles. New teachers apprentice along side more seasoned veterans of the inquiry process, co-teaching and learning the methodology of instruction at Metro. Class schedules are flexible, allowing for lab courses to meet for two hour blocks and lectures/discussion groups to meet for 75-90 minutes. Thus, structure serves to support a strong normative and social and human resource base present at the school resulting in a mature community that is able to create needed structural change as necessary to support school goals.

Summary

From these data, we posit that the absence of structural conditions can impede the growth of professional community, but their presence cannot ensure it. In particular, structure alone cannot mitigate against the conditions of hegemony and politics that can impede the growth of community. Instead, structure appears to act in tandem with other dimensions and social and human resource factors, facilitating the creation of communities of learning.

Insert Figure 2 here

SOCIAL AND HUMAN RESOURCE CONDITIONS RELATED TO THE FORMATION OF PROFESSIONAL COMMUNITY

Our data suggest the development of professional community requires several pre-conditions related to social and human resources. School-based community offers faculty the opportunity to grow and develop, creating a workplace that is both supportive of the people engaged in and the process under which school change is to occur, . The social and human resource conditions supportive of the development of community include openness to improvement,

trust and respect, shared expertise, a sense of efficacy, leadership, and socialization mechanisms.

Our data (summarized in tables 3 and 3a) suggest that the social and human resource supports that are most central to the growth of school communities are (1) teacher expertise related to cognitive and skill outcomes for classroom practice; (2) and leadership supportive of teacher efforts, inclusive of cognitive and skill acquisition.

Insert Tables 3 and 3a here

Fragmented and Static Communities

Basic to the formation of rapport, trust and respect within restructuring and new schools is the ability to access the expertise and skill base present among faculty and staff. Neither Whitehead or Dewey was able to establish a level of rapport between teachers that would encourage the development of a shared cognitive and skill base. In both cases, the inability to foster (Dewey) or share (Whitehead) cognitive and skill based expertise were directly influenced by the leadership present within the school.

The barriers which prevented the creation of instructional skills and cognitive knowledge differed in each school. Whitehead had many talented teachers who engaged in authentic instruction (Newmann, 1993) and demonstrated the ability to engage students in academic tasks. Yet, the leadership team actively discouraged the staff from raising serious questions about teaching, favoring instead a reliance upon individual judgment rather than group expertise. Dependence upon individual expertise left the staff open to uneven instruction across subject areas and, undermined the interdisciplinary nature of curriculum that was to have been a banner of the school. It also

resulted in an implicit tension between those who were experienced and successful and those who were still learning and faltering. The consequence was a decrease in level of trust among faculty that was reinforced by a hierarchical leadership structure which ignored the growing need of the staff to discuss the effects of uneven experiences on students. In summary, the Whitehead staff lacked leadership supportive of collective cognitive knowledge and instructional skills as well as supportive of the socio-emotional needs of staff who were struggling with difficult pedagogical questions.

The teachers at Dewey were, in contrast, strongly supported for their socio-emotional support of the school's students. The principal created a climate in which efforts related to the school's agenda were rewarded, although such efforts were rarely instructionally or cognitively grounded. Because the first years of the school's existence were so demanding of teachers, it became taboo among staff to discuss issues of skill or success in teaching for fear of disrupting this fragile positive climate. The absence of serious questions worked to undermine trust and respect and a sense of efficacy among staff, as many members suspected conversation about whether the school was successful for students was needed but none would broach the subject and disrupt the careful balance created by the principal. Additionally, the absence of a shared cognitive and skill base negatively impacted the staff's ability to seek outside resources. Without open conversation concerning the instructional competence of the staff the minimal inservice opportunities were squandered. The offerings often did not fit well with the needs of the staff or with existing curriculum and instructional skills. Thus, from these data, we posit that strong social support alone is not sufficient for the creation of professionally based community structures.

Developing and Mature Communities

The data from Alexander and Metro paint a very different picture. These staffs placed cognitive knowledge and instructional skills at the forefront of their restructuring efforts and focused teaching efforts around communal goals and expectations for practice. Leadership was supportive of instructional improvement and worked to encourage further questioning and analysis of practice. Yet, the stories of these schools are very different. At Metro the leadership emerged from the directors of the school. Acting very much like facilitators of learning, these leaders worked with the staff in the creation of school climate and culture. At Alexander the leadership came from the development of a position for a school-based literacy coordinator. Chosen from the teaching ranks, she worked to develop an instructional culture and climate superimposed on a family-like culture which had previously characterized the school. In fact, when "the principal-as-mom" began to question the authority of the literacy coordinator levels of trust regressed among faculty, inhibiting further growth.

The climate at Metro constantly stressed growth and inquiry into practice. Through meetings mentorships, and collaborative work, the faculty were regularly supported for openness to improvement. As all inquiry was valued, a faculty member no matter how inexperienced could set forth an individual or collective problem for resolution. By creating norms of valuing content and action research for faculty, as well as students, the staff was able to mature together building on previous success and discovery.

At Alexander the development of an emergent community was grounded in an initiative created to improve instruction. As teachers gained expertise in the use of whole language models and instructional methods not based in the basal reader, they also gained trust in the process and the people related to the

process. Community was built out of shared instructional and cognitive needs identified by the school itself. Thus, the development of a strong cognitive base paired with a supportive social and instructional leader in the literacy coordinator prepared these teachers to trust each other as they learned to trust their own growing skills.

Summary

We posit that without a strong cognitive and skill base for teachers to focus their efforts upon school-based communities cannot develop past that of a fragmented structure. The creation of strong cognitive and skill bases provides three direct benefits for the developing school community: (1) it provides a foundation for the development of trust and respect among staff leading to (2) both a sense of efficacy and increased openness to improvement and (3) provides the needed mechanisms to socialize newcomers to the school culture and practice.

However, a cognitive base of expertise is not enough to focus a school and move it toward maturity, (perhaps not so surprising given what we know about university structures.) The cognitive skill base must operate in tandem with supportive leadership if mature community is to develop. The development of supportive leadership contributes in three ways to the creation of school community: (1) development of a base for trust and respect as efforts for the improvement of instruction are developed and refined; (2) creation of an environment open to improvement effort and success; and (3) through the successful efforts of the staff toward improvement and increased student learning a sense of efficacy results.

Thus, we post that foundational to the development of a social and human resource support system for schools is the creation of shared cognitive and skill

bases in tandem with supportive leadership. By creating these structures the foundation is set for teachers to develop necessary social ties, rapport, trust and respect for community to mature.

Insert figure 3 here

CONCLUSION

The creation of strong professional communities holds several potential advantages for schools. Among them are the development of collective responsibility of teachers for the learning performance of students and the instructional performance of teachers; increased personal commitment of professionals to their work; the establishment of values, norms and belief structures as the instrumental control mechanism for school achievement rather than a traditional normative control mechanism based on rules, roles and regulations; and the establishment of flexible boundaries that lead to greater organizational learning. The creation of professional community has also been posited to mitigate against the inherent isolation and lack of external reward the teaching profession offers (Kruse and Louis, 1993).

However, the creation of professional communities within schools is both complex and elaborate. By contrasting the creation of community in four schools we set forth a scale to illustratively consider the growth and development of community from static to mature. We argue the relative importance of five dimensions of community suggesting that a shared normative and value base paired with reflective dialogue can provide necessary foundational support to create a focus on student learning, collaborative structures and de-privatized teaching within schools working toward the development of community structures.

Discussing both structural and social and human resource conditions necessary for the creation of community we have posited four conditions -- time, teacher empowerment/school autonomy, cognitive and skill bases, and supportive leadership -- as necessary, although not solely sufficient, for the creation of strong mature professional communities.

Considering the construct of community as relational to a number of factors and dimensions we suggest that the creation of communities within schools is an obtainable and workable goal. One in which the collective forces of professional skill and knowledge are interconnected and complementary to school structures and social and human relationships between staff members. Thus, by viewing school community as part of, rather than separate from, school structures and culture, the formation and development of mature communities becomes a positive outcome for schools involved in improvement efforts and a facilitator for future school efforts.

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Relationships Among Dimensions of Community

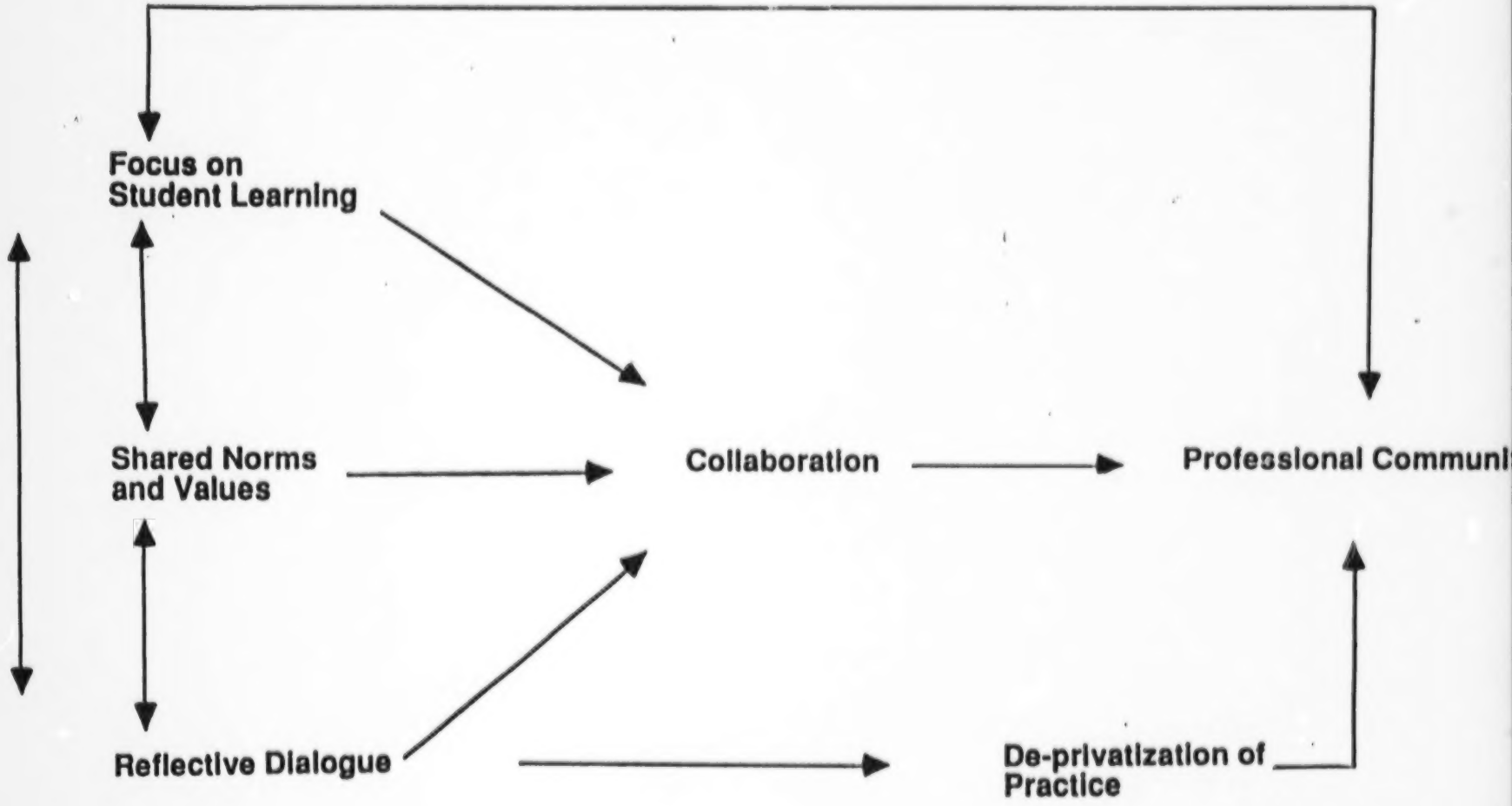

Figure 1

Relationships Among Structural Conditions of Community

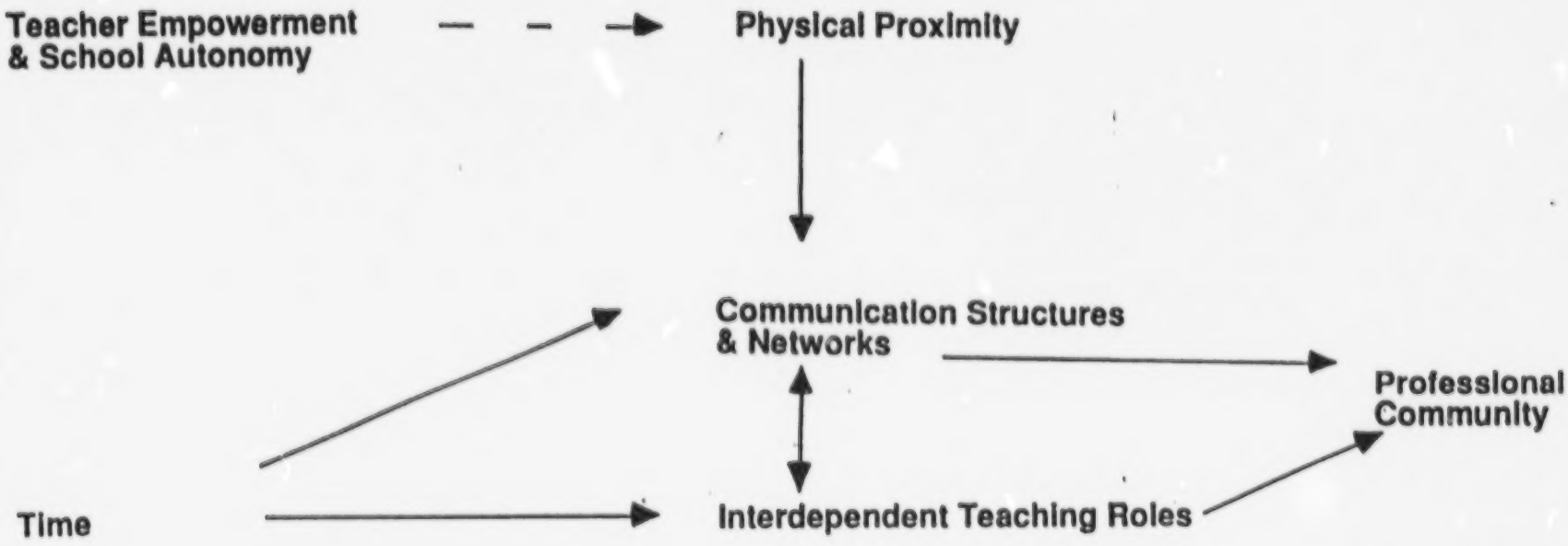

Figure 2

Relationships Among Social and Human Resource Conditions of Community

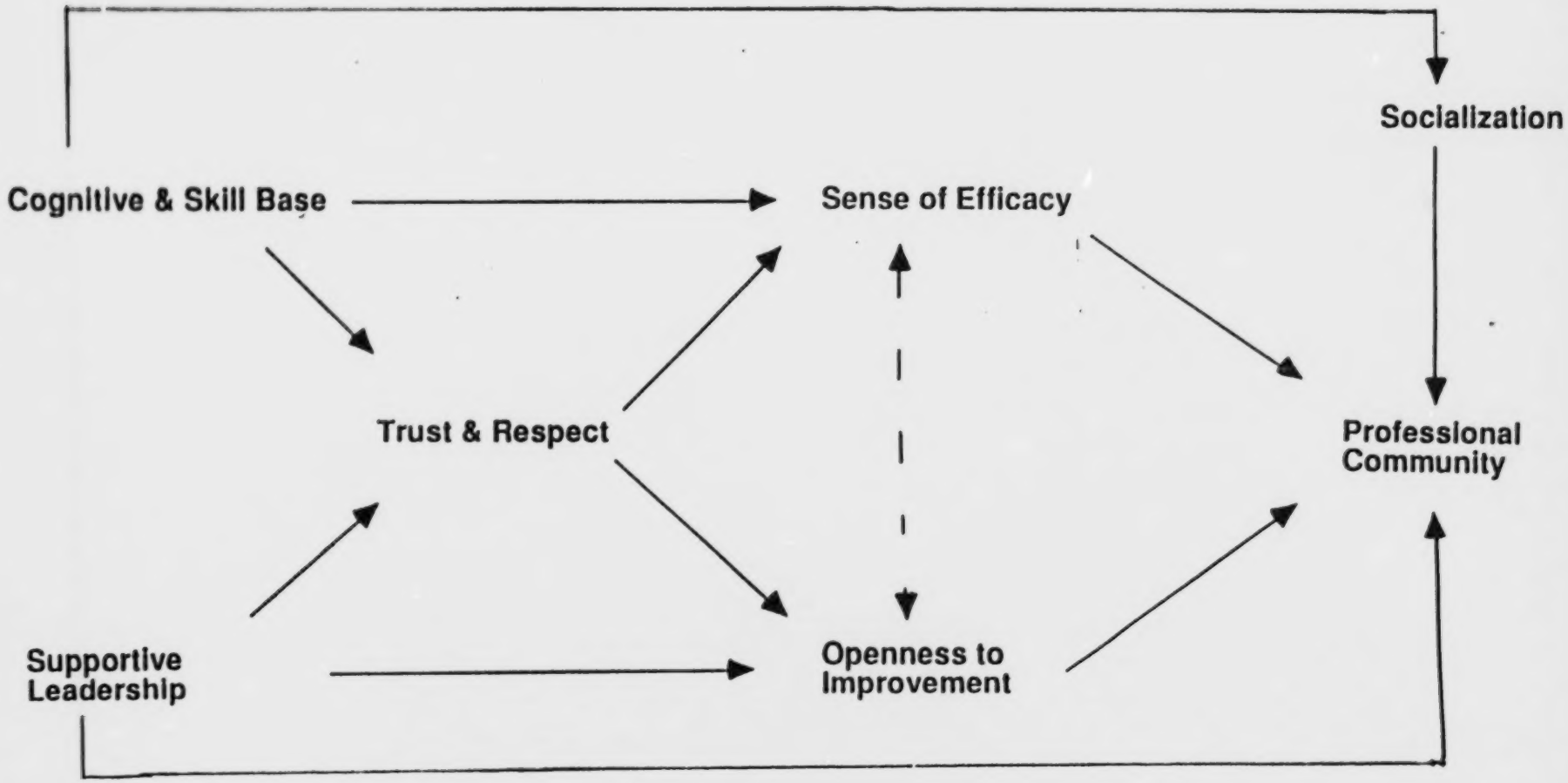

Figure 3

Table 1
Schools Ranked By Dimensions

	Dewey	Metro	Whitehead	Alexander
Reflective Dialogue	3	1	3	2
De-Privatization of Practice	3	1	3	2
Focus on Student Learning	3	1	2	2
Collaboration	2	1	3	2
Shared Norms and Values	2	1	3	2

Scale

[1] High Dimension is consistently present, a defining factor of the school; is structurally and socially normative.

[2] Medium Dimension is inconsistently present, a secondary by-product of other school factors and/or dimensions; not structurally or socially normative.

[3] Low Dimension lacks presence, un-defined or unclear in relation to school goals.

Table 2
Structural Conditions - Ranked Schools

	Dewey	Metro	Whitehead	Alexander
Time to Meet and Talk	3	1	2	3* / 1
Physical Proxtimity	3	1	2	3
Interdependent Teaching Roles	3	1	3	3
Communication Structures & Networks	1	1	2	3
Teacher Empowerment & School Autonomy	1	1	2	1

Ranking Scale
[1] Present and serves as a facilitator to formation of professional community.
[2] Present but is not utilized in ways that facilitate formation of professional community.
[3] Absence of structure impedes the formation of professional community.
* Number above the line is the status prior to the change effort; below is after.

Table 2a
Structural Conditions/Supporting Data

	Dewey	Metro	Whitehead	Alexander
Time to Meet and Talk	• Off-site classes & disparate schedules impede the ability of staff to create time planning instruction .	• Staff meetings organized to provide feedback concerning issues of teaching & learning.	• School calendar designed to have formal weekly meetings & 20 development days .	• Closed campus inhibits creation of time during the school day. • Optional morning meetings serve to begin building community.
Physical Proximity	• School design & philosophy hinders the formation of professional community as off-site classes keep staff separate .	• Faculty offices grouped to provide maximum contact as classes are spread throughout another school building .	• Faculty offices and classrooms situated for maximum personal and technological contact .	• Traditional classroom structures, scheduling & school norms inhibited creative use of physically close rooms .
Interdependent Teaching Roles	• Lack of physical proximity & time obstructs staff efforts to create interdependence .	• Co-taught labs. • New teacher apprentice relationships. • External Contact.	• Opportunity existed for teachers and students to design and implement inter and intra disciplinary classes .	• Traditional structures, norms, & schedules did not encourage interdependence .
Communication Structures & Networks	• Extensive traditional meeting structures exist although staff lacks cognitive skill base to create needed dialogue .	• Formal staff meetings for curriculum & informal regular memos from directors .	• Extensive traditional and electronic mail structures exist yet were not utilized in deep or meaningful ways .	• Hierarchical administrative structures patterned communication as linear & non-dialectic .
Teacher Empowerment & School Autonomy	• Waivers & magnet program status allow staff to plan instruction & curriculum within stated philosophy & goals .	• Courses designed & planned around teacher identified issues. • Mini-school status.	• Students and teachers developed individualized learning plans and courses for maximum student engagement .	• Introduction of cognitive and affective skill bases created readiness among staff for expanded roles . • LSC has budget control .

Table 3
Social and Human Resource Conditions - Ranked Schools

	Dewey	Metro	Whitehead	Alexander
Openness to Improvement	1	1	3	2
Trust &Respect	3	2	3	1
Cognitive & Skill Base	3	1	2	2
Supportive Leadership	3	1	3	2
Socialization	2	1	3	1
Sense of Efficacy	3	2	2	2

Ranking Scale
[1] Very Important - Presence serves as a facilitator to formation of professional community.
[2] Somewhat Important - Condition may exist yet is not utilized in ways that facilitate formation of professional community.
[3] Absent - Absence of condition impedes the formation of professional community.

Table 3a
Social and Human Resource Conditions - Supporting Data

	Dewey	Metro	Whitehead	Alexander
Openness to Improvement	• Staff remains anxious for new curricular & pedagogical models yet lacks the abilities to obtain useful development activities .	• Teaching/learning experiences designed around inquiry & seminar style instruction. • Mentorships & team models of teaching normative.	• Leadership actively discourages the introduction of new ideas, favoring instead a dependence upon individual rather than group expertise.	• Unclear at leadership levels. • Primary teachers actively seek new instructional & pedagogical skills in reading.
Trust & Respect	• Norms related to conflict avoidance hinder the staff's ability to create a social basis for trust & respect .	• Strong levels of freedom exist in relation to planning of curriculum. • As a result of good teaching trust and respect is created.	• Poor climate, in part, a product of the leadership hierarchy inhibits the ability to build trust & respect.	• Efforts to build trust & respect prove effective as teachers attend mini-meetings & development activities.
Cognitive & Skill Base	• Poor resource base related to school philosophy & goals inhibits the rise of expertise .	• Expertise is developed through meetings, mentorships, and collaborative work.	• Individual teachers have distinct cognitive & instructional skill bases, yet these are unevenly distributed & shared .	• Literacy initiative & mentorship roles create a cognitive & skill base in reading.
Supportive Leadership	• Strong socio-emotional leadership exists although intellectual & discipline based leadership is lacking .	• Facilitative, transformational leadership styles are favored over more traditional models.	• External pressures & creation of a layered hierarchy & individualistic personalities impede the development of professional community.	• Principal illness mediated against formation of professional community. • Literacy coordinator provided support for instructional goals.
Socialization	• Teams serve as a basis for integration but rarely focus on professional community .	• Immersion in experience through modeling and mentoring is normative.	• School climate impedes socialization as staff lack handbooks & training/development opportunities.	• Within the literacy effort socialization to instructional & cognitive skills was high.
Sense of Efficacy	• Lacking needed cognitive skills & leadership, teacher do not feel successful in their efforts .	• Success is experienced in relation to strong teaching/learning practices.	• School climate hindered wide-spread feelings of success among faculty.	• Teachers involved in the literacy efforts gained success related to teaching efforts.